

**Standard 6-1:** The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

**6.1.5** Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. (E, G, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the role of economics in the development of early civilizations.

The role of economics in the development of early civilizations will not be taught in subsequent courses.

**It is essential for students to understand** the role of economics in allowing early civilizations to develop. Students should recognize the necessity of moving beyond subsistence living into a more complex economic structure that allowed for the development of surplus production, labor specialization, and trade in order for a more sophisticated social/political to ensue and thus support the development of civilization. Having understood this, students should be able to identify and locate the early civilizations on a map (correlates to Indicators 6-1.3, 6-1.4). They should be able to explain why major trading routes developed along major waterways (example – emergences of trading centers along rivers and other large bodies of waters) and identify these routes on maps (correlates to Indicators 6-1.3). Furthermore students should be able to describe agricultural techniques that promoted surplus production – such techniques could include, but not be limited to, irrigation (6-1.2), the development of plows and other instruments, water wheels, or the use of animals (6-1.2) to assist in labor. It's important for students to recognize that as economic structures became more efficient and effective they allowed people to support larger, static (as opposed to small, nomadic) populations thereby promoting the development of cities.

**It is not essential for students to know** specific agricultural equipment, location of minor trade networks, names and location all cities within each civilization

**Assessment guidelines:** In order to measure understanding of the role of economics in the development of civilizations, appropriate assessments will require students to **summarize** the use of geographic features to develop viable trade networks, **explain** the use of agricultural techniques which lead to an economic surplus, and **infer** how economic surpluses and trade networks lead to the emergence of city centers.